

GRAMMBO

By

CTI1(SW/NAC) J.P. HOLLOWAY

AFELM/TD

**Defense Language Institute-Foreign Language Center
Monterey, CA**

The purpose of this English grammar guide is to give the beginning foreign language student a basis on which to build knowledge of his/her new language's grammar. It has been said that a student does not become fully aware of the mechanics of his/her own language until tackling the task of learning a second language. The fuller your knowledge of English prior to beginning your second language studies, the more immediate your understanding of the grammar in the new language will be.

As you begin to study your second language, you will have to face its grammar, parts of speech, and syntax – all of its tiny components and the glue that holds them together. You will, in becoming familiar with this new language, necessarily refer back to English for guidance and comfort.

HOWEVER! How will you know what to compare these foreign parts of speech to in English if the terms used to identify them are unfamiliar to you? Will you know where to turn in your backyard of English grammar when you need something equivalent to a Chinese nominative? Do you know what the term "predicate" encompasses?

This guide will refresh your memory of English grammar and serve as reference material as you journey through the maze of your new language.

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INTRODUCTION

Only one English grammar rule withstands every test:

There is an exception to every rule!

The basic building blocks of any language are the letters of the alphabet. Since the contents of this list of symbols are not debatable, we will climb to the next link in the linguistic food chain. Rest assured that there will be differences of opinion, recollection, and philosophy in this pursuit.

By learning English Grammar, you will be more prepared to learn the mechanics of your new language. Some languages, like Russian and Arabic, have many grammatical features in common with English. Chinese, however, has only a few grammatical similarities to the majority of concepts in English. By reviewing a few of the concepts that you may or may not have learned in the American school system, you will be able to understand the facets of your new languages better.

Don't despair. There are actually many graduates of high schools and universities in the U.S. who can't tell the difference between a grandma and grammar.

Grandma is the one who makes better cookies and much more sense.

We'll begin with a short introduction to the parts of a sentence. We'll need to understand the basic concepts of the jobs words do in sentences in order to discuss the different types of words, i.e. "parts of speech." After we discuss those, we'll take a closer look at the parts of a sentence and some other grammar concepts that may be helpful in learning your target language.

LESSON 1

THE SENTENCE

Before I try to tell you what a sentence is and is not, it is important to note that written and spoken language are not identical. If you were to transcribe your lunchtime conversation you would be surprised at how unlike written English it would be. Speakers stop and start in the middle of ideas, often don't complete sentences, break traditional prescriptive rules of grammar, and generally make a mess of language as we know it. But, do you notice? Does it matter? At lunch we don't worry about what's "correct" and what isn't, we care about the message we are trying to convey and we care about what our friend is trying to get across to us, and that's it. The same thing happens in spoken Mandarin Chinese, Spanish, Tagalog, etc. In this course we will be focusing more on the written word than anything else, but it is important for you to know that there is a distinction, nonetheless.

A spoken or written sentence is a statement that can stand alone. There are simple and complex sentences. A simple written sentence usually consists of a noun and a verb. A complex sentence is like a simple sentence but contains subordinate clauses. Another way to think of what an utterance might need to qualify, as a sentence is that a sentence is something expressing a complete thought which can be understood by another person (it may or may not be able to stand alone out of context). We speak to each other with one word utterances all the time and there is rarely confusion about what the one word is meant to convey. For instance, as we pass and salute an officer on the sidewalk we may say, "Afternoon." This qualifies as a ritualized greeting, but it also stands alone as a sentence because it is complete and conveys a message. An example of an utterance that is not ritualized is answering, "yeah, right," to a classmate who has just said something we disagree with. "Yeah, right" would not stand alone on a piece of paper were we to record it (particularly out of context), but walking through the halls of our dorms or school buildings there's no doubt that it's a complete thought.

A **simple sentence** is one, which contains a single independent clause. (A clause being a group of related words with a subject and a predicate that could stand alone, but remains part of a greater sentence.)

Ex: The weather forced a cancellation of the game.

Ex: The crowd was saddened by the news.

A **compound sentence** contains two or more independent clauses. The clauses are joined by **conjunctions**. Some of the most commonly used coordinating conjunctions are the words **and**, **but**, **or**, **nor**, **for**, and sometimes **yet**.

Ex: The weather forced a cancellation of the game **and** the crowd was saddened by the news.

Ex: The boys wanted to play in the yard, **but** the baby-sitter wouldn't let them.

Ex: Do all of your homework **or** your MLI will punish you.

Ex: I didn't want to eat the cake **nor** did I want to be rude.

Ex: Bill quickly jumped through the window, **for** his mistress' husband was extremely angry.

Ex: I don't want to go to work today, **yet** the chief will kill me if I don't.

A **complex sentence** is made up of one independent clause and at least one **dependent** clause.

Ex: **Because** the weather sucks, this afternoon's game has been canceled.

Ex: **After** they had eaten all of the pie, the guests started to leave.

A noun and a verb are typically required in a written sentence. What is a **noun**? Let's look at that first.

NOUNS

A noun is traditionally defined as a person, place, thing, or concept. But another definition of a noun is "A word class with a naming function, typically showing contrasts of countability and number, and capable of acting as subject or object of a clause" (Crystal, 455).

There are two types of **Nouns**.

- **Proper Noun:** used for a specific person, place, or thing, stands without an article, and is usually capitalized.

Ex: **Bob; the Vatican; Mars; Monterey; California; McDonald's**

- **Common Noun:** used to refer to any member of a group or class, can be preceded by an article, not capitalized.

Ex: **a dog; a holy city; a planet; marriage; a city; confidence; a state**

In English sentences, nouns may be the following:

Subjects: the actor or performer of the action.

Direct Objects: the thing being acted upon.

Indirect Objects: to whom or for whom the direct object is intended.

Objects of a Preposition: the noun that completes the prepositional phrase.

Objective Complements: describes or renames the direct object.

Subjective Complements: describes or renames the subject.

The first function of the noun that we should focus on is its role as subject. When you hear that a sentence is made up of a noun and a verb, the noun in that case will be functioning as the subject. The **subject** is the "doer" in the sentence, the one that does the action of the verb. You can also think of it as the theme or topic of the sentence (or clause). A subject may be simple or complex.

- **Simple Subjects**

Ex: **Bob** shot the sheriff.

The action of shooting was done by **Bob**, so he is the **subject** of the sentence.

Ex: The **dog** bit the hand that feeds him.

The action of biting was done by the **dog**, so it is the **subject** of the sentence.

- **Complex Subjects**

Ex: **The fleeing felon named Bob** shot the sheriff.

The action of shooting was done by the **felon**, so felon is the simple subject. The words **fleeing** and **named Bob** both tell us more about the felon, so they are part of the **complex subject**.

Ex: **The usually friendly little dog** bit the hand that feeds him.

The action of biting was done by the dog, so **dog** is the simple subject. The words **usually friendly** and **little** both tell us more about the dog, so they are part of the **complex subject**.

- **Direct Objects:** A Direct Object (D.O) is the receiver of the action.

Ex: Bob shot the **sheriff**.

The action of shooting was done to the **sheriff**, so he is the direct object.

Ex: The dog bit **Bob**.

Bob received the action (i.e. the biting) so he is the direct object.

- **Indirect Objects:** An Indirect Object (I.O.) is the receiver of the direct object. It does **NOT** receive the action of the verb, but rather ends up with whatever did.

Ex: The sailor bought **the blonde** a drink.

The sailor did **NOT** buy the blonde. That is illegal (except in Somalia). He bought a drink. The **blonde** received the drink (i.e. the D.O.) so she is the indirect object.

Ex: My wife threw **me** the ball.

My wife did not throw me. I'm too heavy. She threw the ball. **I** got the ball, so **I** am the indirect object.

- **Subjective Complements:** A Subjective Complement (S.C.) renames the subject, or “says what the Subject **is**.” There are other verbs that can be used as well, but we’ll get into that detail later.

Ex: Life is **a beach**.

The word beach is another term for **life** in this sentence. **Beach** renames **life**, which is the subject, so **beach** is the subject complement.

Ex: German beer is **delicious**.

Delicious is what German beer is. **German beer** is the subject. **Delicious** renames it, so **delicious** is the **subjective complement**.

- **Objective Complements: Related** to the subjective complement is another part of a sentence called an objective complement. Objective complements work just like subjective complements, except that they rename the direct object, instead of the subject. We won’t go deeply into these, as they are pretty rare in English and can be confusing, so we’ll just mention that they exist and give a quick example.

Ex: I consider German beer **delicious**.

In this sentence, **delicious** still renames **German beer**. This time, though **I** is the subject and **German beer** is the direct object. Since **delicious** is renaming the direct object, it is the objective complement.)

Drill 1 - Nouns

Underline the nouns in the following sentences:

1. Yesterday we completed our lesson as planned.
2. Rosencranz and Guildenstern are dead.
3. We are the people our parents warned us about.
4. Put the pink slip in the mailbox.
5. I knew a man, Bo Jangles, and he'd dance for you.
6. I'm half off the wall, but I learned it all in the Navy.
7. Please return your seatbacks to the upright position.
8. Before we start this meeting, let me clear the room of listening devices.
9. We have nothing to fear but fear itself.
10. I once knew a poet who lived before his time.
11. Love makes the world a happy place.
12. When doing a difficult task, patience is a virtue.
13. Say your prayers before going to bed.
14. Alexander Pushkin was a very popular Russian poet.
15. The puppy was busy gnawing the old shoe when her master entered the room.

LESSON 2

PRONOUNS

Nouns can be replaced in a sentence by **Pronouns**. They can function in any and all roles of the nouns they replace.

There are different types of pronouns with various subdivisions within their groups. The most commonly used pronouns are the **Personal Pronouns**.

I, you, he, she, it, we, they, me, us, etc.

I study grammar because it's good for **me**.

Personal Pronouns are grouped by **number** (singular or plural), by “**person**” (i.e. first person – the one who is talking, second person – the one who is being who is being spoken to, or third person – someone else), by **case** (what job the word is doing in the sentence), and by **gender** (male, female, or neither). Thus, a chart of the personal pronouns looks like this:

SINGULAR

Subject, Object, Possessive

I, me, mine 1st person

you, you, yours 2nd person

he, him, his 3rd person (m)

she, her, hers 3rd person (f)

PLURAL

Subject, Object, Possessive

We, us, ours 1st person

You*, you, yours 2nd person

They, them, theirs 3rd person

it, it, its 3rd person (n)

(*) In Texas, of course, the 2nd person plural is ‘**y’all**,’ and in parts of New York City, it can be heard as ‘**youse guys**.’

IMPORTANT TANGENT ON CASE: - see Appendix A

There are many types of pronouns in English other than personal pronouns. Some of them, to make things a little more confusing, are sometimes used as pronouns and other times as adjectives. To tell the difference, use this handy rule of thumb: **for any word that can be either a pronoun, or an adjective, if the word immediately after it is a noun, it is an adjective. Otherwise, it is a pronoun.**

Additional types of pronouns are:

Reflexive - myself, yourself, themselves, etc.

Refers back to a pronoun or noun already mentioned in the sentence.

ex: Bob shot **himself**.

(Stands for “Bob,” who has already been mentioned in the sentence.)

Demonstrative - this, that, these, those
(CAN ALSO BE ADJECTIVES)

Demonstratives stand for specific nouns, when used as pronouns and specify the noun when used as adjective

ex: **This** is the lesson which we discussed Friday.

(As a pronoun, **standing for** the lesson)

ex: **This** lesson makes no sense.

(As an adjective **specifying** which lesson)

Indefinite - all, another, both, each, some, etc.
(CAN ALSO BE ADJECTIVES)

When used as a pronoun, stands as a non-specific reference to some person or thing. When used as an adjective, gives the number (usually unspecific) of the mentioned noun.

ex: **Somebody** drank my last beer.

(As a pronoun **standing for** an unknown person)

ex: **Most** students drink at the Mucky Duck.

(As an adjective, saying how many unspecific students)

(**Note:** Indefinite pronouns are very frequently used right before the preposition “of”)

ex: **Some** of the drunk students are under-aged.

Comparative – bigger, smaller, fastest, oldest, etc.
(CAN ALSO BE ADJECTIVES)

These are more frequently used as adjectives, but can be used as pronouns before the preposition “of.”

ex: Joe bought the **cheaper** of the two trucks.
(As a pronoun, **standing for** the particular truck.)

ex: Joe bought the **cheapest** truck that he could find.
(As an adjective, saying what kind of truck.)

Interrogative – *who/whom, what, which*

Stands for the unknown person/thing that is the answer to the question

Who/Whom is always a pronoun

Who is responsible for this mess?

Whom did you shoot?
(*Note:* “Whom” is the Objective form of “who.”)

What and **Which** can be pronouns or adjectives.

What is he talking about?
(As a pronoun **standing for** an unknown noun.)

What color is your car?
(As an adjective, taking the place of an unknown adjective.)

Which of the gorillas ate the banana?
(As a pronoun, before the preposition “of.”)

Which banana did the gorilla eat?
(As an adjective, standing for an unknown description for the banana.)

Relative - *whom, what, which, that*

When used as a relative pronoun, these words introduce a clause that “relates” to a noun mentioned earlier. For more information about these types of clauses, see “Clauses and Phrase” on page ##.

DRILL 2 - PRONOUNS

Underline the pronouns in the following sentences:

1. The job will be done as soon as we can get to it.
2. I would much rather take care of the matter myself.
3. Mine is the biggest liar of all recruiters whom I have met.
4. Some of the senator's offices were decorated by his wife to accommodate her tastes.
5. Shirley, you've got to be kidding!
6. What on earth is wrong with your foot, Marvin?
7. Whom may I say is calling?
8. As soon as this class is over, most of us will celebrate with a cool frosty beer.
9. The rest of the workers will receive their checks soon.
10. Those are not your chocolate-covered raisins, they are mine!
11. They decided to do the work themselves, rather than to rely on someone else.
12. It's better to have loved and lost than to never have loved at all.
13. My girlfriend turned down the engagement ring and demanded a larger one.
14. We decided to adjourn the session early because it seemed to us that it was a waste of our time.
15. Many students think that this is a waste of time.
16. Until we hear otherwise, she will not be allowed to do the work by herself.
17. Subsequent to hitting the car, he placed a note on its windshield saying that the fault was his.
18. My opinion is that it is unnecessary for him to continue in this course at this time.
19. Which one of you thinks that he or she is better suited for the job than is Wally?
20. Most of us studied grammar many years ago.

LESSON 3

VERBS

A **VERB** is a word that shows **action** or **existence**. **Verbs** can be divided into many different categories, each of which we will discuss later. For now, it is enough to know that **EVERY** sentence must have a verb, and that the verb is the action (or existence) accomplished by the Subject.

ex: Bob **ate** my lunch.

(The action done by Bob is the eating. Therefore, “**ate**” is the **verb**.)

ex: This lesson **is** extremely easy.

(The lesson exists. The **verb** in the sentence is “**is**.”)

Sometimes there is more than one verb in a sentence. When this occurs, remember that it is the verb **accomplished by the Subject** that is the sentence’s verb. Other verbs may be in the sentence as parts of clauses or phrases that give more information.

ex: I **hunted down** the teacher who wrote this annoying lesson.

(“Hunted down” is the action done by the subject (I). “Wrote” is not the sentence’s verb, but rather the verb of the clause “who wrote this annoying lesson,” which is a clause that gives us more information about the teacher.)

(Note – there are only two tenses of verbs ((conjugations)) in the English language. Do not be upset. Do not resist, for resistance is futile. English has a past tense and a present tense. That is to say, English verbs are conjugated to indicate the past and present only. We all know that we have ways of indicating the future, past perfect, present progressive, etc., but we do not do that by conjugating the main verb, we do it by adding auxiliary verbs ((helping verbs)). We’ll get more into this later.)

Drill 3 - SUBJECTS AND VERBS

Underline the subject and double-underline the verb in the following sentences.

1. After looking at the choices at the chow hall, we
ordered a pizza from Domino's.
2. Until now, I thought that you were in charge.
3. On the couch, lies a really fat cat.
4. You forgot your anniversary again.
5. Bob quickly noticed that Joe hasn't a clue.
6. A well-known collector bought the painting.
7. The squirrel hid the nut in the hollow tree.
8. The purpose of this exercise is identifying the subject
and the verb.
9. Can you mail me a post card from Iceland?
10. I have three trees in my backyard.
11. The old Spanish woman told her story to the children.
12. The politician debated with the merciless reporters.
13. The mechanics identified the problem with my car.
14. The war produced many casualties.
15. Numerous natural disasters occur in Montana every year.
16. A mind is a terrible thing to waste.
17. He who laughs last, didn't understand the joke
18. Stop, in the name of love, before you break my heart!
19. Under the professional exterior of the DLI classroom,
lurk all the subtle dynamics of a kindergarten recess.
20. Grammar is the root of all syntactic evil.

LESSON 4

MODIFIERS

If all we used in sentences were Nouns, Pronouns, and Verbs, any language would be fairly boring. Granted, it would be less difficult to analyze, but that's not what Grammar is supposed to be, is it? Modifiers are words or groups of words (phrases) that modify other words or phrases, tell something about the noun or pronouns, or tell more about the extent of the action of the verb. They can tell HOW MANY, WHAT COLOR, WHICH, WHOSE, or anything about the conditions of the noun or pronoun (**Adjectives**) or HOW, WHEN, WHERE something was done (**Adverbs**).

ADJECTIVES

Adjectives modify nouns, pronouns, or noun equivalents. "Modify" means that they can specify (WHICH ONE, WHOSE), describe (WHAT KIND, COLOR, SIZE, SHAPE), and quantify (HOW MANY). Adjectives work to narrow down the meaning of the noun.

Adjectives *usually* appear before the noun or pronouns they modify.

I live on **this** block. Where did you buy **that** hat? (WHICH ONE)
This is **Jack's** coat. Where is **my** coat? (WHOSE)
A marathon is a **long, grueling** race. (WHAT KIND)
I'm wearing a **purple** and **white polka dot** shirt. (WHAT COLOR, KIND)
Sam ate **five** hotdogs. (HOW MANY)
She suffered **debilitating** pain. (**Debilitating** is the **Present Participle** form of a verbal used as an adjective. You'll learn more about this in later lessons.)

Adjectives sometimes appear after the noun, pronoun, or noun equivalent that they're modifying.

They may appear after a linking verb:

He is **tall**. She was **sick** all week. I'm very **sorry** to hear that.

They may also appear directly after the noun or pronoun they're modifying:

Anna bought her daughter books **appropriate** for her age.

GRAMMBO GRABBER: In Russian, Arabic, Spanish, and most other European languages, adjectives must agree with the nouns they modify in gender (masculine, feminine, or neuter) and number (singular or plural).

Drill – 4a ADJECTIVES

Underline the adjectives in the following sentences.

1. *The X-Files* is considered an excellent show by a lot of people.
2. Scot doesn't want to work at an evil petting zoo.
3. Their love was special.
4. We will all take a thought-provoking test at the end of class.
5. Austin Powers wore this really crazy blue suit.
6. I think I'll order at least three pizzas to satisfy my ravenous hunger.
7. Where's that elusive six-dollar pizza guy?
8. Oliver Stone makes controversial, provocative films about interesting topics.
9. You'll see some incredibly screwed-up people on the *Jerry Springer Show*.
10. That guy has three very angry women pregnant at the same time!
11. I was tested on historical events and dates of the Renaissance Era.
12. The students didn't seem very pleased about this latest piece of news.
13. Communism was a predominate political system in his country until last year.
14. The crying boy was thirsty and very hungry.
15. All my students became great linguists.
16. The situation was scary and very strange.
17. I folded the plaid blanket and put it on the upper shelf in Dad's closet.
18. Eastern Orthodox is the primary religion in Russia.
19. Each spring rain helped to fill the Salinas River.
20. My two beagles love to dig huge holes in my previously green and lush lawn.

ARTICLES

Articles are the most commonly used adjectives. **A** and **an** are called **Indefinite Articles** because they refer to something vague or unspecific. **The** is a **Definite Article** and points out something specific or something that has already been mentioned. **Articles** precede Nouns and Noun Equivalents and their modifiers.

The teacher gave us **a** long, boring worksheet on **the** uses of prepositions.

I am **the** king of **the** world!

The world of international finance is **a** dangerous and confusing place.

I went to **a** vatican this summer.

The notion of this being a truthful sentence is, of course, absurd. Everyone knows there is only **ONE** Vatican; that is why a Definite Article is used:

I went to **the** Vatican this summer.

The incorrect sentence above is not just **an** incorrect sentence; it's **the** most incorrect sentence yet found in this guide!

GRAMMBO GRABBER: Many foreign languages have gender-specific articles. Spanish uses “**el**” for masculine and “**la**” for feminine nouns. In Arabic, the definite article “**al**” corresponds with the Spanish “**el**”. This is due to the influence of Arabic culture and language in the Iberian Peninsula between the Seventh and Fifteenth centuries. In German, there are definite articles **Der**, **Die**, and **Das** that discriminate between masculine, feminine and neuter genders. Russian has **no** articles.

Drill - 4b ARTICLES

Circle the articles in the following sentences. State whether they are Definite or Indefinite in the blank preceding the sentence.

1. _____ Our class is reading a book titled *The Sound and the Fury*.
2. _____ The boy tried to make a hole in one on the course.
3. _____ Loitering is a big problem on campus.
4. _____ I don't understand why there aren't more places for the students to study.
5. _____ This year is the last year in the 20th century.
6. _____ An elephant is a mammal.
7. _____ The important thing to remember is that the effort you put into learning is directly proportionate to the results you will see.
8. _____ I wish I had an idea of what we were doing this weekend.
9. _____ I don't see a connection between the dean and the excessive amount of failures occurring this year.
10. _____ One reason to be more cautious while traveling alone is an increase in the crime rate.
11. _____ Do you know the way to San Jose?
12. _____ The grass is always greener over the septic tank.
13. _____ A great white shark was recently spotted off the San Francisco coast.
14. _____ I brought an apple, a banana, and an orange for lunch today.
15. _____ What is the difference between a noun and a pronoun?

DEGREES OF COMPARISON (Adjectives)

There are three degrees of comparison in the English Language. The “intensity” of the adjective can change by the **degree of comparison**. when more than one item is modified.

These degrees are the **Descriptive**, **Comparative**, and the **Superlative**.

Descriptive - a “regular” adjective that can have either a favorable or unfavorable designation, or merely describe a noun or pronoun.

This is a **good** class.

This is an **easy** lesson.

This is a **bad** batch of gruel.

Comparative - used when comparing two nouns. In many cases, the suffix **–er** is added. In others, an irregular pattern may be used. The **comparative** sets apart two different items being compared by using the conjunction (or separative) **than**.

Today’s lesson is **better** than yesterday’s.

Today’s lesson is **easier** than yesterday’s.

This gruel is **worse** than yesterday’s.

Some adjectives require the word “more” to complete the comparative.

My mother is **more strict** than yours.

(NOT “stricter”)

This agency is **more secretive** than the one I worked for previously.

Another way of using the **comparative** is with a prepositional phrase:

Of the two lessons we’ve covered, Friday’s and Monday’s, the latter is the **better** of the two.

Superlative - used when comparing three or more nouns. In many cases, the suffix **–est** is added. In others, an irregular pattern may be used.

Last Tuesday’s lesson was the **best** we’ve had so far.

Last Tuesday’s lesson was the **easiest** we’ve had so far.

This is the **worst** gruel I’ve ever had in my entire life.

Some adjectives require the word “most” to complete the superlative.

My mother is the **most beautiful** woman in the world.

This is the **most interesting** lesson in the course.

Drill – 4c DEGREES OF COMPARISON

(ADJECTIVES)

Underline the adjective(s) in the following sentences and identify the degree of comparison in each (positive, comparative, superlative) in the blank provided:

1. Without a doubt, Deion Sanders is the best cornerback in the game today. _____
2. This course will be harder than anything I've ever done before. _____
3. I think it will also be the most rewarding thing I've ever done. _____
4. Is Keanu Reeves a better actor than Paulie Shore? _____
5. After years of domination, the Bulls are now a lousy team. _____
6. Of the two bars, "the Long Bar " and "the Mucky Duck," the latter is the more crowded of the two. _____
7. New Orleans is a very dirty city. _____
8. It is also one of the most exciting cities in the world. _____
9. Is Bill Gates richer than Ted Turner? _____
10. HBO's prison documentary, *Oz*, is the most realistic portrayal of prison life on television today. _____
11. Falling out of your bed is dumber than passing out during an inspection. _____
12. Iowa is the least well known of all the states. _____
13. *Chasing Amy* is based on a really interesting plot. _____
14. Houston is worse than Dallas when it comes to traffic. _____
15. Spike Lee directs some excellent movies. _____
16. Which painting do you consider to be the best example of Impressionist Art? _____

17. One of the best movies ever made is “The Princess Bride”. _____

18. In my opinion, St. Petersburg is more beautiful than
Moscow. _____

19. Which do you think is better, Lays or Ruffles? _____

20. I’d have to say that Ruffles is the tastier brand. _____

ADVERBS

Adverbs can modify verbs, adjectives or other adverbs. They can describe manner (badly, quickly), place (here, there, everywhere), time (soon, later, still), frequency (often, rarely), and degree (almost, quite) of action. **Adverbs** are usually distinguished by **-ly-** ending. ***Here, there, everywhere, etc. are **adverbs** that can never be, but are often misidentified as, the subject of a sentence.***

Adverbs usually answer the questions **HOW, WHEN, WHERE, and WHY?**

He ran **quickly**. (modifies a verb)

The exam was **extremely** difficult. (modifies an adjective)

Bob ran **very** quickly. (modifies another adverb)

“**very**” is the most commonly used **Adverb** in English.

NOTE: **Adverbs** appearing in a Verb Phrase (along with the auxiliary and main verb) are NOT part of the compound verb.

I will **definitely** be there on Saturday.

The verb in this sentence is “will be”. The word ‘**definitely**’ is the **adverb** embedded in the Verb Phrase.

Sometimes an **adverb** can also come between “to” and the main verb. This is exemplified in the famous phrase:

“To **boldly** go where no man has gone before.”

“To go” is still the complete verb in this sentence; “**boldly**” is the **adverb** in the Verb Phrase. This is called a Split Infinitive.

There are seven categories of **Adverbs**. They are as follows:

1. Adverbs of Manner- they answer the question HOW?

They speak Italian **badly**.

He swims **well**.

He ran **rapidly, slowly, quickly**.

She spoke **softly, loudly, aggressively**.

James coughed **loudly** to attract the pretty girl’s attention.

She moved **beautifully**, like a gazelle.

2. Adverbs of PLACE- They answer the question WHERE?

We bought our car **here**.

I looked **everywhere**, but I couldn’t find the cat’s collar.

John looked **away, up, down, around**.
I'm going **home, out, back, there, nowhere, anywhere**.
Here it is.

His mother came **out** of the house and the boy ran **towards** her.

3. Adverbs of TIME- They answer the question WHEN?

He is arriving **soon, later, now**.
Then, later, we went to bed.
I'm busy **today**.
Afterwards he apologized to her.
Finally she accepted his apology.
He fell **again**.
They will stay **permanently**.

Have you finished your work **yet**?
No, not **yet**.

I am **still** hungry.
Jack **still** walks 10 kilometers a day although he's over ninety.

4. Adverbs of frequency- They answer the question HOW OFTEN?

Common adverbs of frequency: **always, often, frequently, from time to time, occasionally, sometimes, seldom, rarely, never, 100%, 0%**.

They go to the theatre **often**.
He is **always** late for work.
She **often** visits her mother.
Henry **rarely** eats meat.
Jack has **never** been to Italy.
We are **sometimes** invited to dinner.

5. Adverbs of degree- They describe the INTENSITY or DEGREE of an action.

Common adverbs of degree: **almost, nearly, quite, just, too, enough, hardly, scarcely, completely, very**.

It was **too** *cold* to swim.
He is **just** leaving.
They have **almost** finished.
She doesn't **quite** know what she'll do after university.
They are **completely** exhausted from the trip.

6. Adverb of quantity or sufficiency- QUANTITY or DEGREE that is sufficient or necessary for satisfaction.

The dress was big **enough** for her.
She is old **enough** to make her own decisions.

I am **fully** satisfied that you have completed all the graduation requirements.
He is **quite** happy with these living conditions.

7. Interrogative adverbs- They ask a QUESTION about the action of the verb.

Why are you so late?

Where is my passport?

How are you?

How much is that coat?

When does the train arrive?

Drill 4d – Adverbs

Underline the adverbs in the following sentences.

1. The quick brown fox jumped playfully over the lazy dog.
2. Bobby had already arrived when Teddy left for Washington.
3. No sooner had the earthquake occurred than the tidal wave hit Phoenix.
4. Wherever you go, there you are.
5. We had a very exciting time last night.
6. Bill had apparently forgotten the promise he'd made to his secretary.
7. Cletus was understandably irate after the hasty decision by the judges.
8. He who laughs last doesn't get the joke.
9. When will you be ready to go?
10. Reggie vowed to boldly go where no one had gone before.
11. There was no other place Linda could look to find true happiness.
12. The crowd somberly left the arena after the death of the referee.

13. Babe Ruth was commonly called “the Bambino” by his fans.
14. Apparently you misunderstood my last instructions.
15. Speaking grammatically, this sentence is obviously correct.
16. Walking slowly towards the entrance, Lisa appeared to somehow change into the character “Xena, Warrior Princess”.
17. “Frasier” surprisingly topped the ratings for the fifth week in a row.
18. The Y2K bug will probably end up being a very minor problem.
19. Whenever you decide to leave, we’ll be more than ready to join you.
20. Yesterday, the airman boldly corrected the Staff Sergeant.

LESSON 5

Prepositions and Prepositional Phrases

A preposition is a word used to show relationship. A preposition can be defined as “Any way in which a bird can fly in relationship to a cloud.” Two prepositions for which this works poorly are “during” and “of.”

Here is a list of the most common prepositions:

about	beneath	in spite of	above
beside	instead of	since	according to
between	into	through	across
beyond	like	throughout	after
by	near	till	against
concerning	next to	to	along
despite	of	toward	along with
down	off	under	among
during	on	underneath	around
onto	unlike	as	except for
out	until	aside from	out of
up	at	for	upon
because of	from	over	with
before	in	past	within
behind	in addition to	regarding	without
below	inside		

Some people would recommend that you memorize this list. If you are a highly analytical person, go for it. Otherwise, a simple test that you can use to determine whether a word is a preposition is to plug it into the sentence “**The bird flew _____ the cloud.**” If the sentence makes sense, the word is a preposition. There are a few prepositions for which this test works poorly. The two most notable are “**during**” and the most common preposition of all, “**of**.”

Have you ever heard that you can’t end a sentence in a preposition? This is technically true, but these days this rule is almost entirely ignored. The biggest reason for this is that many verbs use a preposition to change their meaning. (See “Compound Verbs” below) In this case, the preposition isn’t really being used as a preposition; it’s being used as a part of the verb. The second biggest reason that this rule is ignored is bad grammar.

Prepositions are used with nouns, usually after the preposition, which are known as the **Object of the Preposition** to make **Prepositional Phrases**. Some words (such as “in”) are sometimes used as prepositions (ex. He came **in** the door.) and sometimes as simple adverbs, or the second word of a compound verb (ex. He came in. The policeman ran down the crook), but **when used as a preposition, they must have a noun**. This can cause confusion, so be careful.

The preposition with the Object of the Preposition, and any modifiers, is called a **prepositional phrase**. **Prepositional phrases** can do only two jobs in a sentence. They **can be ADJECTIVES or ADVERBS**. **Nothing Else**. The word that is the OBJECT OF THE PREPOSITION can only be used as an OBJECT OF THE PREPOSITION within the prepositional phrase. **It can NEVER be the Subject of the sentence**. The phrase is a single grammatical unit.

Prepositional Phrases as Adjectives:

A prepositional phrase can be used as an adjective, modifying a noun (ex. The rain **from the Arctic wastelands** seemed colder than ice.) In this sentence, the prepositional phrase gives us more information about the rain.

Some examples of prepositional phrases used as adjectives:

Sometimes bananas **with brown skin** will attract fruit flies. (Tells **what kind** of bananas)

She had a dream about the king **of Sweden**. (Specifies **which** king)

The politician’s pointless slogans showed him to be a rebel **without a clue**. (Tells **what kind** of rebel)

Frequently, a prepositional phrase using the preposition “of” modifies a pronoun that is the Subject, or Object. In this case, it is important to remember that the PRONOUN is the Subject, or Object, and that the prepositional phrase is just an adjective giving more information about the pronoun. (ex. Several **of the students** think that “students” is the subject of this sentence.) In this case, the subject is “several.”

Prepositional Phrases as Adverbs:

A prepositional phrase can also be used as an adverb, modifying a verb, and adjective, or another adverb. (ex. He shrieked **like a teenage girl in a slasher movie**.) In this sentence the prepositional phrase gives us more information about how he shrieked. Note that the prepositional phrase has another prepositional phrase within it acting as an adjective modifying the Object of the Preposition, “girl,” telling what kind of girl.

Some examples of prepositional phrases used as adverbs:

His mamma beat him **within an inch of his life**. (Tells how she beat him)

He hid cowering **in his room** (Tells where he hid)

He cried **until midnight**. (Tells when he cried)

Compound Verbs:

Many verbs in English are combined with certain prepositions to change the meaning of the verb. There is some argument as to whether these words are “true” prepositions, or just “part of the verb.” By whatever name though, they are a vital part of the verb. You may hear these verb changers referred to as “mandatory prepositions.” There is a complete difference in meaning, for example, between the verb “to pull,” (meaning “to drag”) and the verbs “to pull off” (to accomplish), “to pull out” (to leave), etc. Don’t get confused between a compound verb including a preposition and a prepositional phrase.

ex: He **turned into** a monster.

(“**Turned into**” is a **compound verb** meaning “**became**.”)

ex: The van turned **into the driveway**.

(“**Into the driveway**” is a **prepositional phrase** telling where the van turned.)

ex: He ran **up the hill**.

(“**Up the hill**” is a prepositional phrase telling where he ran.)

ex: He **ran up** a gigantic bar tab.

(“**Ran up**” is a compound verb meaning “**accumulated**”.)

Special Use of “to” –

Another thing about prepositions that can cause confusion is the word “to.” “To” is frequently a preposition (“The bird flew **to** the cloud.”), but not always. “To” is also the first word of the “infinitive” form of all English verbs (see VERBALS) “To eat,” “to run,” etc. Remember that when “to” is followed by a NOUN, it is functioning as a PREPOSITION, but when it is followed by a VERB it is PART OF THAT VERB.

ex: Bob went **to the store**.

(“**To the store**” is a **prep phrase** saying where he went.)

ex: Bob likes **to play** Pinochle.

(“**To play**” is a **verb**.)

Drill 5 - PREPOSITIONS

*Place all **Prepositional Phrases** in brackets.*

*Underline all **Compound Verbs**.*

*Circle all **infinitives**.*

ex: None [of the students] did their homework.

A giant armadillo drank up all [of the Lonestar.]

Nobody wants to be the one who gets stuck [with the check.]

1. The couple sat on the hood of their car and watched the sunset from the mountaintop.
2. She really should turn in her overdue book before Christmas.
3. After the recent increase in gasoline prices, I doubt that there will be many people in line at the gas station.
4. The fire started in the basement of the clothing factory and moved to the other floors.
5. The instructors were very sluggish because they ran out of coffee.
6. I decided to travel to England during Christmas Exodus.
7. Instead of taking the advice of his tutor, he chose to play basketball at the park.
8. I went to the library to research my topic for the Science Fair.
9. Over the river and through the woods to Grandmother's house we go.
10. Yesterday, I had to clean out the garage.
11. We crept through the dimly lit room.
12. Since the beginning of time, Man has struggled to find the meaning of life.
13. The troops had pulled out prior to the enemy advance.
14. The policemen ran down the street in an attempt to run down the suspect.
15. I went to the store to buy the replacement hose for my vacuum.
16. Everybody's saying that there's nobody meaner than the little old lady from Pasadena.
17. It was very difficult for Bob to work with the women of his dreams and still remain professional.
18. Have you ever seen the rain coming down on a sunny day?
19. I woke up with a splitting headache and a bad case of cottonmouth.
20. None of you is likely to miss this last question.

LESSON 6

Parts of a Sentence, the Predicate

As we mentioned earlier in the text, **PREDICATE** is just a fancy term for “everything in the sentence EXCEPT for the Subject and its modifiers.” The part of the predicate that every sentence will contain is a **verb**. Depending on the type of verb, there may be other parts of the sentence included in the predicate.

TYPES OF VERBS:

Verbs can be broken down in terms of what, if any, other parts of a sentence will be included in a sentence with them. A verb is considered to be **INTRANSITIVE** if it can stand alone in a sentence. That is to say, the verb does not “transmit” an action from the subject to an object. The most simple sentences include only a Subject and an **Intransitive Verb**, with no other parts of the sentence.

ex: The dog bites.

(The verb “**bites**” is **INTRANSITIVE** here, as the act of biting is not being “transmitted” from the dog (Subject) to any object.)

ex: The sailor drinks.

(Again, nothing in particular is being drunk, so the verb “**drinks**” is **INTRANSITIVE** here.)

ex: The sailor drinks frequently.

(Even though a modifier (adverb) has been added, nothing is receiving the action, so “**drinks**” is still **INTRANSITIVE**.)

When the verb DOES transmit action from the subject to an object, the verb is called **TRANSITIVE**. In this case, the “receiver” of the action is referred to as the **DIRECT OBJECT**.

ex: The dog bites tax collectors.

(This time, the verb “**bites**” is **TRANSITIVE**, as the bite is being “transmitted” from the dog (Subject) to the tax collectors (Direct Object).)

ex: The sailor drinks rum.

(Now the “rum” is receiving the action of being drunk, so the verb “**drinks**” is **TRANSITIVE** this time.)

You probably noticed that the same verbs were used for both sets of examples. Most verbs in English can be either **TRANSITIVE OR INTRANSITIVE**, depending on how they are used. Just remember that if the verb is **done to** someone, or something, it is **TRANSITIVE**, if not, it is **INTRANSITIVE**. All action verbs can be **TRANSITIVE**. A very few can **ONLY** be Transitive.

ex: **to ignore**

You can't have a sentence using the verb to ignore without having something be ignored.

Bob ignored _____. (something is required to make this sentence complete)

Bob ignored his girlfriend's subtle hints about engagement rings.

LINKING VERBS

There is one subset of **verbs** that can **ONLY be INTRANSITIVE**. These are verbs that show **EXISTENCE**, rather than action. The most common of these (and also the most irregular verb in the English language) is the verb "to be." These verbs can either be simple **INTRANSITIVE** verbs that stand-alone or "**LINKING VERBS**" that link the subject with something that renames it. They can **NEVER** be **TRANSITIVE**, as they can't take a Direct Object.

ex: A big goat **is** in the field.
("To be" as a simple **INTRANSITIVE** verb)

ex: Bob **is** a slob.
("To be" as a **LINKING VERB**. "A slob" does NOT receive the action of being "ised." That makes no sense. Therefore, "slob" is NOT a Direct Object. What "slob" DOES do is **RENAME** Bob.)

A word that **renames** the Subject is called a **SUBJECT COMPLEMENT**. These can be either **Nouns** or **Adjectives**. In the above example, the Subject Complement ("slob") is a Noun. It renames the Subject ("Bob"). The verb "to be" serves as the "link" between the two, thus the term "Linking Verb." It may help to think of the verb "to be" as a verbal equals-sign. The sentence "Bob is a slob" can be looked at as "Bob = slob." This works equally well with Subject Complements that are adjectives.

ex: Bob **is** lazy.
(Bob = **lazy**. Lazy **renames** Bob. Therefore, "lazy" is a **Subject Complement**, and "to be" is a **Linking Verb**.)

NOTE: The term "Subject Complement" for a word that renames the subject is relatively new. Many of you will (or at least *should*) remember these parts of the sentence by different names. The older terminology breaks down subject

complements based on the part of speech used. Subject complements that are adjectives are sometimes referred to as **Predicate Adjectives**. Subject complements that are nouns are sometimes referred to as **Predicate Nominatives**. Many of your instructors will still use these terms. Don't be confused by it, it is just a Latinized version of the same thing.

There are only a few verbs that can be **LINKING VERBS**. They can be divided into three groups, all of which can be seen as subtle variations of meaning "equals."

1) The verb "**To Be**" is the most common **linking verb**. Some verbs that essentially mean the same thing include "**to seem**," "**to remain**," "**to appear**," etc.

ex: The airman **is** a volunteer.
(Subject Complement that is a Noun)
ex: The airman **is** exhausted.
(Subject Complement that is an Adjective)
The students **seemed** restless.
In spite of all the hard work, grammar **remains** enjoyable.
Bob's chances of graduating sometimes **appear** unlikely.

2) Another common type of **linking verb** is the verb "**to become**" and related verbs such as "**to turn into**," "**to grow**," "**to get**," etc. You can think of these verbs as being like "is" except that the subject didn't start that way, it "became" that way. For example: Right now the student *is* hungry. Last hour the student *became* hungry.

The Airman **became** a student leader.
The student leader **turned into** a toady.
His former friends **grew** resentful.
Eventually they **got** tired of him.

3) The last groups of linking verbs are the verbs that have to do with the senses, when they are used to describe the subject. These verbs include "**to look**," "**to feel**," "**to sound**," "**to smell**," and "**to taste**." These linking verbs can only be used with Subject Complements that are adjectives, they won't work with nouns.

Your uniform **looks** sharp.
Bob feels **sick** today.
This tuba **sounds** loud.
The chow hall **smells** awful.
The chow hall food **tastes** even worse than it smells.

RARER PARTS OF THE PREDICATE:

There are two parts of a sentence that are more rarely used in English, with which you should be familiar. The first of these is the **INDIRECT OBJECT**. An **INDIRECT OBJECT** is the **receiver of the Direct Object**.

ex: She mailed a letter bomb.

(Regular Subject-Verb-Direct Object Sentence)

ex: She mailed **the senator** a letter bomb.

(She still mailed the letter bomb, so it is still the Direct Object. The senator **RECEIVED** the letter bomb, so **he** is the **INDIRECT OBJECT**.)

NOTE: It is also possible to put the receiver into the sentence at the end, after the preposition “to” or “for.” This will keep the meaning of the sentence the same, but will NOT be an Indirect Object. Instead it will be a prepositional phrase.

She mailed a letter bomb **to the senator**.

The rarest of all parts of a sentence is the **OBJECT COMPLEMENT**. An **OBJECT COMPLEMENT** is an adjective or noun that **RENAMES the Direct Object**. Obviously, it can only be found in a sentence with a Direct Object. It is pretty rare to have a sentence with a Direct Object AND a renaming, but it does happen occasionally.

ex: She called him.

(Regular Subject-Verb-Direct Object Sentence)

ex: She called him **a bucket-head**.

(“**Bucket-head**” renames the Direct Object (“him”), so it is an **OBJECT COMPLEMENT**.)

ex: The sailor considers rum.

(Regular Subject-Verb-Direct Object Sentence)

ex: The sailor considers rum **delicious**.

(“**Delicious**” renames the Direct Object (“rum”), so it is an **OBJECT COMPLEMENT**.)

Drill 6 - PARTS OF THE SENTENCE IN THE PREDICATE

In the space to the left, identify each italicized word as either DO, IO, SC, or OC.

- _____ 1. The teacher, in a fit of anger, called the *students* stupid.
- _____ 2. The English professor gave the *students* time to correct their mistakes
- _____ 3. The large German Shepherd seemed quiet *eager* to bite the stranger.
- _____ 4. Before going to bed, the child greedily ate the stale peanut butter *sandwich* hidden under his pillow.
- _____ 5. Some people consider *Albert Einstein* a genius.
- _____ 6. After receiving his grade on the diagnostic exam, the student became extremely *upset*.
- _____ 7. Upon further review, the referee changed the *call*.
- _____ 8. Unexpectedly, the instructor began asking the *students* questions on the new material.
- _____ 9. After returning from the trip, the student's behavior seemed very *odd* to say the least.
- _____ 10. As soon as we finish dinner, we can start the *game*.
- _____ 11. After stumbling in the presence of the pretty girl, the young man's face turned bright *red* from embarrassment.
- _____ 12. Under the influence of the MTIs, the young recruits became fine *Airmen*.

- _____ 13. The toddler gave his mom a *kiss* on the cheek and quickly sped out the door.
- _____ 14. The scientist's experiment was deemed a great *success*.
- _____ 15. Although all of the teachers panicked, the students remained *calm* during the earthquake.
- _____ 16. At the restaurant, the parents quickly grew *annoyed* with the children's rude behavior.
- _____ 17. The teenager angrily threw his *dad* the keys and went up to his room.
- _____ 18. Judging by the look on his face, the defendant seemed *remorseful* for the crime he had committed.
- _____ 19. The wonderful husband bought his *wife* an expensive cocktail ring for her birthday.
- _____ 20. The students seemed very *eager* to begin studying the target language.

LESSON 7

AUXILIARY OR HELPING VERBS

The auxiliary verbs **shall**, **will**, **to have**, and **to be** are used in conjunction with a main verb to derive different forms of the verb. These different forms of the verb help further describe the action, by indicating *when* the action was performed, and *who* did it (see the section on conjugation).

The auxiliary and main verbs in a sentence together make up the **verb phrase** (two or more related verbs). The verbs **to have** and **to be** can function as either main or auxiliary verbs.

I ***have*** two cars. I ***have been driving*** for five years.
I ***am*** in the Navy. I ***am going*** to L.A. tomorrow.

The verb **to do** can also function as a main or auxiliary verb. As an auxiliary verb, **to do** adds emphasis.

I ***did*** my homework last night. I ***did pay*** that bill on time.

MODALS

Another type of auxiliary verb is the **modal**. Modals are not used to conjugate verbs, nor can they function by themselves as main verbs. Modals place conditions on the verb, such as indicating ability or willingness to complete an action. Modal auxiliary verbs include:

may, might, must, can, could, would, should, ought to

Modals are used in the same place as **shall** and **will**.

**Note:* Sometimes in sentences with an intransitive verb, the intransitive verb is not stated, but implied.

Are you going to the fair?
*I **might**. (I **might go**.)*

CONJUGATING VERBS

Verbs are conjugated through **person**, which takes into account who (subject) is doing the action, and through **tense**, which takes into account when the action occurs.

In English, and most other languages, verbs are conjugated according to the personal pronouns:

<u>Pronoun</u>	<u>Person</u>	<u>Example</u>
I	first person singular	I work.
You	second person singular	You work.
He, she, it	third person singular	He, She, It works.
We	first person plural	We work.
You	second person plural	You (all) work.
They	third person plural	They work.

GRAMMBO GRABBER: In some languages, verb conjugation follows such strict patterns that a sentence doesn't always require that a subject actually be named. For example, in Spanish, you can say " **Que haces?**" ("**What are you doing?**"), and the verb conjugation indicates that you're addressing *second person singular*, without having to add "**tu**" (the Spanish word for "**you**").

VERB TENSES

All verbs can be classified as **regular** or **irregular**. As you may be able to guess from the name, regular verbs are conjugated according to a set pattern. If the simple past tense is the same as the form used in the perfect tenses, the verb is regular. Irregular verbs follow no logical pattern and can befuddle even the brightest non-native English students. The most common verb in the English language, "to be," also happens to be the most irregular.

Tenses change as described below:

Present- (action occurring at the present moment)

--for regular verbs, add the suffix **-s** to the third person singular

Past- (action occurred before the present moment)

--for regular verbs, add the suffix **-ed**

ex. Ralph **worked** at a nuclear power plant.

Future- (action will occur in the future)

--add the auxiliary verb **will**

ex. Ralph **will work** at a nuclear power plant.

In addition to the Simple tenses, there are the 'Perfect' tenses that further delineate the times at which the action takes place.

Present perfect- (action occurred in the past, but could still continue)

--takes the present tense of the auxiliary verb "**to have**" with the past participle of the main verb

ex. Ralph *has worked* at a nuclear power plant.

Past perfect- (action completed at a definite time in the past), also called **pluperfect**

--takes the past tense of the auxiliary verb "to have" with the past participle of the main verb

ex. Ralph *had worked* at a nuclear power plant.

Future perfect- (action will be completed at a definite time in the future)

--uses the auxiliary verbs "**will**" (or "shall") and "**have**" with the past participle of the main verb

ex. By the time he is sixty, Ralph *will have worked* at a nuclear power plant for forty years.

GRAMMBO GRABBER: Irregular verbs are not unique to English. Spanish and French have a few; Hebrew and Arabic have none. Russian is full of irregular verbs that require a great deal of memorization.

Another tense in English is the **Progressive** or **Continuous**.

--the auxiliary verb "to be" is conjugated present, past, and future, with the *-ing* form of the main verb (called the *present participle*).

Present progressive-

Ralph *is seeing* double.

Past progressive-

Ralph *was seeing* double.

Future progressive-

Ralph *will be seeing* double.

The addition of the helping verb "to have" to the progressive forms the **perfect progressive** tense.

Ralph *has been seeing* double. (**present perfect progressive**)

Ralph *had been seeing* double. (**past perfect progressive**)

By the time of his doctor's appointment, Ralph *will have been seeing* double for two weeks. (**future perfect progressive**)

Drill - 7 VERB TENSES

Underline the verb/verb phrase in the following sentences and identify the tense:

- _____ 1. Tommy Boy ate paint chips as a child.
- _____ 2. Bob Dole takes Viagra.
- _____ 3. On the 29th of April he will celebrate his 17th birthday.
- _____ 4. Forrest ran for a very long time.
- _____ 5. Because he let himself be locked inside the PX after closing time, he will be seeing his first sergeant very soon.
- _____ 6. Before they found out he was really innocent, he had been in jail for twelve years.
- _____ 7. In his next movie Joe Pesci will probably kill someone with a pen.
- _____ 8. I have seen *The Matrix* twelve times.
- _____ 9. My sister has been dating a man with six toes on each foot.
- _____ 10. Ever since that hard tackle, the quarterback of the team thinks of himself as Batman.
- _____ 11. As of tomorrow, our favorite canary will have gone to the coalmine 26 times.
- _____ 12. Bill Gates is currently reviewing my proposal for a computer, which is worn on one's head.
- _____ 13. In all my life, I have never seen a poem as lovely as a tree.
- _____ 14. Hitting a tennis ball against a wall can be fun.
- _____ 15. Yesterday, my brother was contentedly reading *Naked Lunch*, by William S. Burroughs.
- _____ 16. The Flamingos were not the first to sing *I Only Have Eyes For You*.
- _____ 17. The Flamingos' version of the song, however, will be the one most remembered.
- _____ 18. I must have heard that song at least 500 times.
- _____ 19. My brother, who only likes to read strange books, until yesterday had never even heard the song.
- _____ 20. I will be going to the Winchester Mystery House this afternoon.

LESSON 8

VERB VOICE

Voice is that modification of a transitive verb that indicates whether the subject is acting or being acted upon. When the subject of the verb represents the actor (or agent), the voice is said to be **active**....When the subject receives or denotes the object to which the action is directed, the verb is said to be in the **passive voice**. (House and Harman, 107)

Voice is the verb's mode of action that designates who is 'doing' the action described in the verb.

In the **Active Voice**, the subject is known and usually performing that action on a Direct Object.

Jim gave me the book.

Jim - subject

me - indirect object

book - direct object

In the **Passive Voice**, the subject or person doing the action is ambiguous. The Direct Object from the Active Voice sentence becomes the subject. The Verb changes to the Past Participle form and is used with a form of the verb "to be". The indirect object (if any) becomes a prepositional phrase, or it can also become the subject. Auxiliary Verbs may also be used, depending upon the tense.

ex. The book ***was given*** to me (by Jim).

book - subject

to me - prepositional phrase modifying
the verb .

In this case, we know the sentence was derived from the preceding sentence, ***Jim*** was doing the giving. In most uses of the Passive Voice, though, we are not afforded that knowledge.

To change from Active to Passive, drop the **SUBJECT**, and make the **DIRECT OBJECT** or **INDIRECT OBJECT** the subject of the sentence. Combine the **PAST PARTICIPLE of the VERB** with a form of **TO BE**. Note the changes in the Active and Passive verbs underlined in the following examples:

ACTIVE

The police **raided** the bar last night.

My boyfriend **punched** a hole in the wall.

The students **are devising** a plan to free all of the lab rats.

Santa **gave** Joe a bundle of switches.

PASSIVE

That bar **was raided** (by the Police) last night.

A hole **was punched** in the wall. (By my boyfriend)

A plan **is being devised** (by the students) to free all the lab rats.

A bundle of switches **was given** to Joe. (By Santa) **OR** Joe **was given** a bundle of switches. (By Santa)

To change from Passive to Active Voice, make the **Object of the Preposition “by”** the **Subject** (or make up a Subject if there is no OP). Change the **Passive verb to Active**, and make the Passive **Subject** the **Direct Object** in the Active sentence.

PASSIVE

A cow **was seen** walking along the roadside by several motorists.

This reception **has been being planned** for months.

This job **will be taken over** by Lamar on the 16th.

I **was given** a “C” on my term paper.

ACTIVE

Several motorists **saw** a cow walking along the roadside.

Racheal **has been planning** this reception for months.

Lamar **will take over** this job on the 16th.

The teacher **gave** me a “C” on my term paper.

NOTE: Excessive use of the Passive Voice can result in heavy, tedious sentences. Commentators or press secretaries, to convey ambiguity and an air of either mystery or uncertainty, commonly use it.

Drill 8a THE PASSIVE VOICE

Change the underlined verb to passive voice.

1. People saw Elvis in the Stop and Go.

2. The club will play jazz music until closing time.

3. Are the girls ordering pizza for dinner?

4. The audience applauded the final scene of the play.

5. The basketball team is wearing matching shoes.

6. The baker will make a fabulous six-layer cake.

7. The mechanic was charging me an outrageous price to fix my car.

8. The students have learned all the rules of English grammar.

9. Has each member of the family packed suitcases for the long trip?

10. They had reserved a hotel room a month in advance.

Now, change the following Passive sentences to Active Voice. Supply a subject when necessary.

11. New Years was celebrated in the middle of Times Square.

12. Is a new novel being written by Danielle Steel this year?

13. A1C Smith will be awarded the Coin of Excellence by the DLIFLC Commandant tomorrow at noon.

14. A new, redesigned Miata has been produced by Mazda.

15. The final decision to pass the bill is being made as we speak.

16. My mail is usually delivered by 2:00pm every day.

17. Upon receipt of your check, you will be sent the items on the list.

18. Wimbledon was won by whom this year?

19. During the unit telephonic recall, I was contacted by both MSgt Schrader and MSgt Christman.

20. While the plane was being prepped for take-off, the passenger with the suspicious luggage was being detained at the security gate.

VERBALS

Verbals are forms of verbs that function as other (non-action) parts of speech. They can be used as **modifiers** (adjectives or adverbs) or **nouns**. As nouns, verbals can perform any function that a noun can perform in a sentence, such as subject, direct or indirect object, object of a preposition, and predicate nominative (subjective or objective complement).

Participles are the most common verbals.

The **past participle** consists of the past tense form of the verb. It is used in a sentence as an adjective, so will modify nouns and pronouns.

Escargot is an *acquired* taste.
The cabin is off the *beaten* path.

The **present participle** is the "-ing" form of the verb. It can be used as a noun or an adjective. When used as a noun, it is known as a **gerund**.

Soccer is a *running* game.
Cooking is a *fattening* pastime.

The **infinitive**, "to" plus the verb itself, is usually considered the pure form of the verb, which is conjugated. It can contain various modifiers. The **infinitive phrase** can function as a noun or adverb.

ex. Her usual practice is *to procrastinate*.
--a predicate nominative (subjective complement, noun) renaming the subject 'practice'

ex. I like *to eat peanuts*.
--a direct object

ex. Stan seems reluctant *to pursue those studies*.
--an adverb modifying the adjective 'reluctant'

ex. *To live wisely* is the hardest task.
--subject of the sentence

Drill 8b VERBALS

Underline the verbals in the following sentences. Identify them as gerund, past participle, or present participle.

1. Running is bad for your knees.
2. Mom loves her toast burned.
3. Taking out a loan from Vinny the loan shark isn't a good idea.
4. Vinny's last customer is still in the hospital with two broken kneecaps.
5. Some of the many symptoms of a cold are a running nose and itching eyes.
6. Still, fishing, to me, seems very boring.
7. This year my total earned income increased five percent.
8. The gaudy-clothes-wearing, heavy-makeup-caking, Bee Gees-loving, living-in-the-70s transvestite was queen of the dance floor!
9. Paying people to donate blood is an unsafe practice.
10. Billy Bob's favorite hobby is shooting stuffed animals off fence posts.
11. Parting is such sweet sorrow, that I shall say good night 'til it be morrow.
12. French cooking is very fattening.
13. The recipe called for one stick of melted butter.
14. Our new improved hair growth formula will make you the hit of the office!
15. Upon seeing the hairy man, the terrified child screamed at the top of his lungs.
16. The news about the movie star and the retired circus midget was quite titillating.
17. Avoid stressing over grammar tests.
18. It is a terrible experience to lose a loved one.
19. Watching television leaves no room for intellectual stimulation.
20. My little niece loves her new rocking horse!

Appendix A

CASES

The reason that there are two or three forms of each personal pronoun is that the words change when they are in a different **case**. There are two ways to tell what job a word is doing in a sentence. These systems are by **position** and by **case markers**.

In a **positional** language, one knows which word is the subject, which word is the object, etc. by **WHERE** it is in the sentence. In a positional language, there is no need for different case markers to be added to the word because the word's role is made known by its location in the sentence. Therefore, in a positional language, if the subject was always the first word in the sentence and the object always came after the verb, a perfectly valid sentence would be, "He kicked me."

"**Case** is the distinction of mark or mark of distinction which denotes the grammatical relation of a noun or a pronoun to other words in a communication" (House and Harman, 28). In a case based language, it doesn't matter where the word is; one can tell what part of speech it is by what **FORM** it is in. Therefore, in a case-based language, "He kicked me," "He me kicked," "Kicked he me, and "Kicked me he" would all mean the same thing because the parts of speech would be indicated within the word and there would be no confusion about the role of each. This may remind you of the DLAB language, where the main form of the word was for subjects, "ya" was added to verbs, and "i" was added to objects, so the sentence, "The man kicked the dog," could be rendered as, "Man yakick dogi," "Dogi man yakick," etc.

English uses both systems to an extent. The differences in case is pretty much only seen in the forms of the personal pronouns, which is why we are discussing it here. Word order actually isn't set in English, but we are so used to using certain word order, that we act as though it is. "Me he kicked," sounds really stupid, but is actually a valid English sentence.

English has three main cases. These are the **subjective**, **objective**, and **possessive** cases.

The **subjective** case is used when the word is the subject of the sentence (hence the name). The more traditional name for the subjective case is **nominative**; nominative is probably the term you will encounter in your language studies. When your teachers refer to something being "in the nominative case" it just means that the word is the subject or is in the same form that it would be if it were in the subject position.

Ex: I shot the sheriff.

The word **I** is the subject of the sentence, so it is in the **subjective/nominative case**.

The **objective** case is used when the word is the object (direct, indirect, or object of the preposition). The traditional name for the objective case is **accusative**. English only has one case for the three different types of objects, but some languages have a different case for each one.

Ex: The sheriff shot me.

The person speaking is the receiver of the action (direct object) in this sentence, so we use the objective/accusative form of the first person pronoun, which is **me**.

The **possessive** case is used when the word is owned (possessed) by someone. The traditional name for the possessive case is **genitive**. The possessive case is actually used in English other than just for personal pronouns. One can recognize possessives by the marker ('s).

Ex: The dog that the sheriff shot was **mine**.

The **dog** belonged to the speaker, so we use the possessive/genitive form, which is **mine**.

Ex: The dog that the sheriff shot was Joe's.

This is an example of the possessive/genitive form used other than with a personal pronoun. The word **Joe's** is in the possessive case because of the 's.

Appendix B

Clauses & Phrases

A **phrase** is a group of related words that function as a single, modifying or other, part of speech. Phrases do not have a subject or predicate. According to Webster's, "The phrase is used as a single part of speech in a greater sentence."

A **prepositional phrase** contains a preposition, an object of a preposition, and a modifier or two. The prepositional phrase, as a unit, functions as an adverb or an adjective.

EXAMPLE: The man *in the dark green suit* is a liar.

REMEMBER: A prepositional phrase cannot stand alone as a sentence.

A **participial phrase** contains a participle (surprise) and either a complement, or one or more modifiers or both.

EXAMPLE: *Driven into the corner by the dog*, the cat hissed defiance.

EXAMPLE: *Happily singing an old familiar song*, he wandered down the country lane.

An **infinitive phrase** consists of an infinitive (the simple stem of the verb, generally preceded by *to* {*to* is called the sign of the infinitive}) plus its modifiers and/or complements. Can be used as nouns, as adjectives, and as adverbs.

EXAMPLE: *To attend the party without an invitation* would be tactless. (The infinitive phrase is used as the subject of the sentence. Within the phrase, *party* is the direct object.)

A **verb phrase** is a string of words that together function as a single verb.

EXAMPLE: You *should not get married* at DLI.

A **Gerund phrase** is introduced by a gerund and acts as a noun.

EXAMPLE: *Driving a car* is easy on the open road.

CLAUSES

A clause is a group of related words that have a subject and a predicate. Clauses could be sentences on their own, but remain part of a greater sentence.

An independent clause is a simple sentence.

EXAMPLES: Dad ate the jelly doughnut.
I ate Poptarts.

A dependent clause has a subject and a predicate, however requires an independent clause to keep the meaning clear.

1. Merriam Webster's dictionary defines a clause as "a group of words containing a subject and a predicate and functioning as a member of a complex or compound sentence." That is, a clause is a group of related words, that is subject-verb combinations that can stand as a sentence on it's own, but is used as a part of a greater sentence.

A clause comes in two distinct flavors, dependent, (like my old girlfriend) and independent (like my lovely wife).

2. A clause contains a subject and a verb. According to Emery, Kierzek, & Lindblom (hereafter EKL), the type of clauses that can stand by themselves, without parental guidance, are independent clauses. An independent clause is a simple sentence.

EXAMPLE: Dad read the paper. I read the TV guide.

Let us look at more specific forms of clauses, first noun clauses.

Noun clauses:

1. Doug, the death row Prisoner-of-the-Month, sent my mom a love letter.
2. Jeff, who pronated for 12 years, saw his podiatrist.
3. The mug brimmed with hot beverage as it teetered perilously.
4. Set it free, if it returns, it is foolish and yours to lock up forever.
5. The squirrel chattered noisily as I sharpened my axe.
6. The Vietcong are everywhere, we gotta bug out.
Hannibal Lecter, the preeminent gourmand, is my dream dinner companion.
7. You are forever in my debt; you will do as I say.
I am forever in her debt; she can have it her way.
8. The molasses cookies, those that melted in your mouth,
are all gone.

Adverbial clauses: work the same way as single word adverbs do, they modify verbs by telling how, when and where an action takes place.

1. Forcing pennies into the payphone, Jason tried to call the police.
2. The safe clicked closed before Jim was ready.
3. Over the river and through the weeds we fly on our Hovercraft.
4. The flag was raised smartly, afterward traffic was allowed to proceed.
5. When the buck stepped into the meadow, I knew it was all over.
6. When the hole in the fence was discovered, the guards panicked.
7. If caught, the serial killer will go to jail for life.
8. Luke, your destiny awaits, come to me.
9. My wife calls, and then I KNOW I'm in trouble.

APPENDIX C

Affixes

Many English words can be transformed from one part of speech to another by adding suffixes and prefixes to a base or “root” word. For example, a noun may be changed to an adjective by adding **–ful**, as in **joy** becoming **joyful**. An adjective may be made into a noun by adding **–ness** as in **weak** becoming **weakness**. We use affixes so often that we often forget that the words we are using are related to each other. There are **prefixes**, **suffixes**, and in some languages, **infixes**.

A **suffix** is something added **after** the base word. A **prefix** is something added **before** the base word, and an **infix** is added to the middle. A good example of a prefix is this term itself. The verb “to affix” means “to stick something on.” The prefix “pre” means “before.” Therefore, a prefix is something you stick on before a base word.

There are many suffixes and prefixes in English that change the base word in predictable ways. If you know the base word and the meanings of the suffixes and prefixes, you can figure out even the most complicated word.

Prefixes

Some examples of prefixes in English (there are many others not listed here, though you can find a dandy list in just about any dictionary):

Prefixes that negate or make opposite the main word:

- + **dis-** respect / disrespect
- + **un-** deniable / undeniable
- + **in-** secure / insecure
- + **non-** sense / nonsense
- + **anti-** social / antisocial
- + **counter-** productive / counterproductive

Prefixes that modify the main word:

<u>Prefix</u>	<u>Meaning</u>	<u>Example</u>
sub-	under/beneath	marine / submarine
re-	again	examine / reexamine
en-	to make	noble / ennoble
post-	after	game / post-game
pre-	before	game / pre-game
trans-	across	Atlantic / trans-Atlantic

Suffixes

Adding a suffix to the end of a word can change words into nouns, adjectives, and adverbs. Here are some examples of suffixes and their meanings (again, see your dictionary for a more exhaustive list):

The suffix that usually makes words into adverbs:

-ly quick / quickly, exhausted / exhaustedly, etc.

NOTE: -ly can also **sometimes** make nouns into adjectives, though this is less common (Ex: friend / friendly, elder / elderly, etc.) Don't be fooled. An "ly" ending does not automatically mean that the word is an adverb.

Suffixes that change words (adjectives and verbs) into nouns:

Suffixes that mean "state of," or "condition of."

-ence	competent / competence
-dom	wise / wisdom
-ness	happy / happiness
-th	warm / warmth
-ment	entertain / entertainment

Suffixes that mean "the act of" and change a verb to a noun:

-ance	attend / attendance
-tion	dominate / domination

Suffixes that mean "one who does."

-or	govern / governor
-er	teach / teacher
-eer	musket / musketeer
-arian	discipline / disciplinarian

Suffixes that make words into adjectives:

-ish	child / childish
-y	sand / sandy
-ic	demon / demonic
-al	comic / comical
-ant	hesitate / hesitant

Infixes

Although not used in English, some languages use infixes in the same manner as suffixes and prefixes. An infix is just an extra bit added in the middle of the root word, instead of at the beginning or end.

Using these various additions to the root words, we can increase our vocabulary without adding many new root words. Some languages, notably Hebrew and Arabic, make pretty much all of their words this way.

Note that you can add more than one suffix and prefix onto a word at the same time. As long as you know the meaning of all the affixes and the meaning of the root word, you can work out the meaning of the most complex word.

Let's look at an old favorite.

ANTIDISESTABLISHMENTARIANISM

Seems incomprehensible, doesn't it? Now let's break it down.

- + The word **establish** is the root. It means "to set up."
- + The affix **-ment** is added next. It makes this a concept, "that which has been set up": establishment.
- + The affix **dis-** is added to this. Dis- negates. Disestablishment is the concept of breaking down, that which has been set up.
- + The affix **-arian** is added to this. It means one who does. A "Disestablishmentarian" is a person who breaks down the establishment.
- + The affix **anti-** is added to this. It means against. "Antidiseestablishmentarian" means "against the folks who want to break down the establishment."
- + The affix **-ism** is tacked on to the end of all this. It makes the whole thing a concept. Therefore, "ANTIDISESTABLISHMENTARIANISM" is "**the concept of being against the people who want to bring down the establishment.**"

In other words, **ANTIDISESTABLISHMENTARIANISM** simply means "**ANTI-HIPPY.**" All courtesy of suffixes and prefixes.

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THE END